


Middle Years
Programme

Session 6a – Taught curriculum: Approaches to learning




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Session objectives

- develop an understanding of the approaches to learning (ATL) categories and clusters
- select ATL skills to focus the learning activities in a unit
- align ATL skills with the subject group objective strands



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ATL across the continuum role play

- Communication
- Social
- Self management
- Research
- Thinking





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Approaches to learning (ATL) across the continuum

A skill is the learned capacity to carry out pre-determined results and/or the ability to choose and perform the right technique at the right time, effectively and efficiently.

Take note:

- Skills need to be developed explicitly
- Potentially, any skill can be explored in a given unit, so it is important to be strategic about what skill is most important to develop in a given unit.



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The goal of approaches to learning

ATL is concerned with:

- intellectual disciplines, attitudes, strategies and skills “learning how to learn”
- awareness of thought processes and their strategic use

ATL results in:

- critical, coherent and independent thinking
- capacity for problem solving and decision making

ATL is a shared responsibility:

- core of all curriculum development and all teaching
- logical progression over time



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Finally...



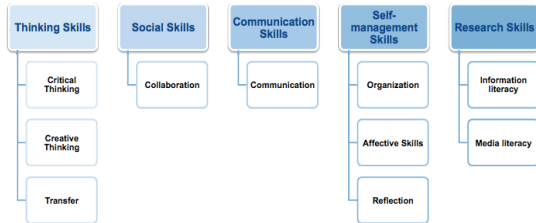
The aim of approaches to learning (ATL) is to produce excellent learners, and ultimately, by the time they leave school, self-regulated learners, absolutely ready for higher level study in the world of commerce, enterprise or academia.



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ATL skill categories and clusters



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The envelope please ...

Inside your table group's envelope, you will find strips of paper with individual ATL skills.

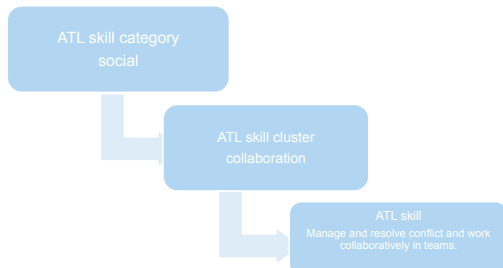
- Try matching those skills with the ATL clusters that you've just learned about.
- Is there more than one cluster that might be an appropriate match for your skill?



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ATL revealed



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Consider . . .

What cognitive or affective skills are actually inherent in the objective strand you have chosen?

- ✓ Communication
- ✓ Social
- ✓ Self Management
- ✓ Research
- ✓ Thinking

Ask: In order to master this objective strand, what skill or skills will the student be expected to demonstrate?



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...with an interim objective strand....

Objective D (Reflecting on the impacts of science) (Yr 1)
Strand -
Document the work of others and sources of information used.

In order for students to

[strand:] document the work of others and sources of information used,
students must

[skill indicator:] create references and citations, use footnotes / endnotes and construct a bibliography according to recognized conventions.

(ATL category: research, skill cluster: information literacy skills)



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Completing planning for inquiry

1. Select one of the objective strands from your table group unit
2. Break down the objective strand and then locate the skill within the category and cluster (as shown in the previous slide)
3. Consider your summative assessment task:
Are there any skills that may need to be taught explicitly in order for your students to be successful?

Continue this exercise with at least two separate strands as you complete the ATL section of your planner.



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Debrief

1. How are any of the ATL skills that you chose transferable across clusters?
2. How are these skills transferable across the subject group?
3. Now that we have identified these skills, what do we do with them?



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Golden rule

Create a “golden rule” in order to remember how to select ATL skills for your unit.

Share your golden rules with the group.



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Session 6b— Taught curriculum: Task specific clarifications, formative assessment, differentiation



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Session objectives

- begin to develop task-specific clarifications using the interim criteria and the appropriate strands
- discuss the nature and role of formative learning engagements
- design formative learning engagements that will equip students with the required factual, procedural, and conceptual knowledge that support the summative assessment task(s)
- differentiate teaching and learning in the classroom



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Lights! Camera! Action!

- How can we ensure all students are able to put their learning into action?

List the top 10!

- ---
- ---
- ---
- ---
- ---



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What we can do...



Task-specific
clarifications



Formative
assessment



Differentiation



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Task-specific clarifications

- The criterion descriptors provided in *all subject group guides* are generic. They describe holistic value judgments that measure student achievement.
- Teachers often find it helpful to specify how the objective strands will be assessed in the context of a specific task. For example, with “investigation,” specify “what type.”
- Bring specificity to the criterion descriptor while keeping the “value” of the descriptor and the command terms.



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A strand of clarity

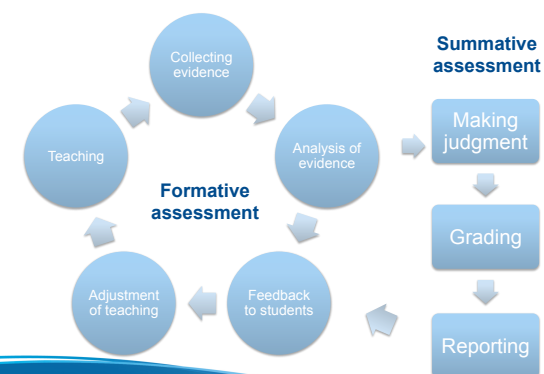
For the unit your table group has been working with:

- Choose one descriptor (strand) from the criterion that you selected and match it with the objective (strand) that you originally chose.
- What word or words might you change to make it more task specific?
- Consider using command terms in the clarification.



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Formative assessment

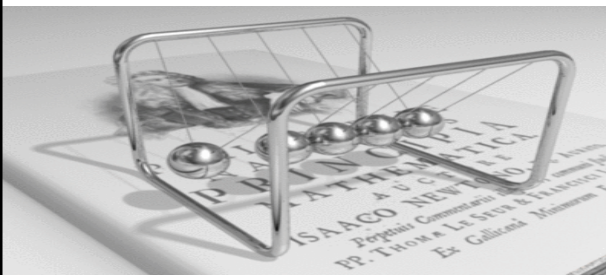
- part of the learning process
- based on shared objectives
- applied to ongoing work
- regular feedback sessions



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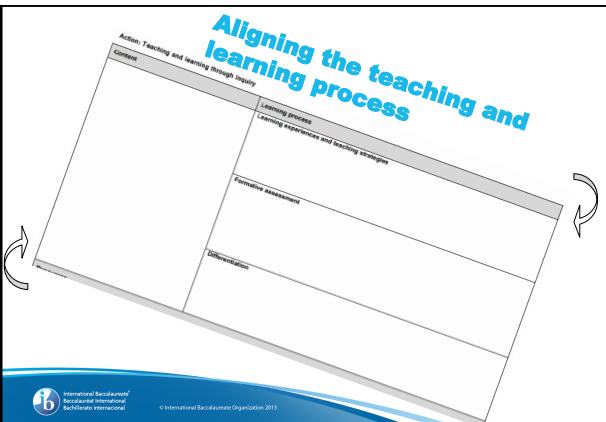
Forming the learning process



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Aligning the teaching and learning process



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What's achieved with the tilt?

Content	Learning experiences and teaching strategies	Formative assessment	Differentiation



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Designing active learning experiences



- Choose one or your own ATL skills from the table group unit
- Design two active learning experiences that will support the development of the skill you have chosen.



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How would you assess each of these learning experiences?

Design a formative assessment that will assess the learning experiences you have designed.	Learning process
	Learning experiences and teaching strategies
	Formative assessment
	Differentiation



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One size doesn't fit all

Differentiation is an approach designed to ensure that what a student learns, how (s)he learns it, and how the student demonstrates what (s)he has learned is a match for the student's readiness level, interests, and preferred mode of learning.



Tomlinson, C. (1999). The differentiated classroom: Responding to the needs of all learners.



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Examples of teaching strategies to differentiate:

- Heterogeneous/homogeneous grouping (depending on aim)
- Choice of content (when we want students to master a skill).
- Choice of form (when we want students to demonstrate understanding of content or concepts)
- Peer tutorials
- Visual aids or adapted readings



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Ensuring learning takes place for all...

How will you differentiate your learning experience and/or your formative assessment?	Learning process
	Learning experiences and teaching strategies
	Formative assessment
	Differentiation



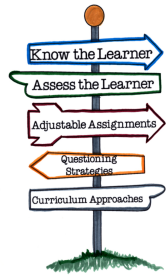
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Reflection in a word...

Share one word in a round robin that you are now thinking about with regard to:

- Task specific clarifications
- Formative assessment
- Differentiation



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